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ABSTRACT

A course outline is provided for students enrolled in the first semester of a world civilization course developed at the Red Rocks campus of the Community College of Denver. First, course guidelines present reasons for studying world civilization and specify instructional goals, course materials, and prerequisite knowledge and skills. Next, a rationale is provided for the reflective-inquiry approach to learning used in the course, followed by suggestions for completing the seven learning units which make up the course. After specifying course evaluation methods, the outline presents the seven learning units which focus on: (1) primal man; (2) the agricultural revolution; (3) the geneses of civilizations; (4) the growth of civilizations; (5) the renaissance; (6) the birth of the modern world; and (7) the scientific revolution. For each learning unit, the outline provides a perspective on the topic from the standpoint of an appropriate discipline; the learning goals of the unit; a brief statement underscoring the importance of the topic or period in question; and student tasks and learning objectives related to these tasks. A student profile sheet, deadline dates for assignments, world history map guides, and world history guides and bibliographies are included in the course outline. (HB)

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WORLD CIVILIZATION (HIS 111)

A

LEARNING ADVENTURE

INTO

THE EMERGENCE

OF

MAN

IN

SOCIETY

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VC 820 526

Carla Joy, Instructor

Community College of Denver
Red Rocks Campus

July 15, 1981

Information Sheet

Community College of Denver — Red Rocks Campus

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STUDENT PROFILE SHEET
(HIS 111-112)

Name _____ Date _____

Address _____ Phone # _____

Age _____

List all academic, occupational, and/or enrichment goals:

Educational background (Fill appropriate blank according to completion):

1. Grade School _____
2. High School _____
3. College _____
4. Technical School _____
5. Other _____

List all academic, occupational, and/or enrichment courses and the number of hours for each that you are taking this semester:

Specify number of hours that you work, if any: _____

Visual difficulties (place an X by those areas of difficulty, if any):

1. Understanding the main idea of the program. _____
2. Sorting out the key concepts related to the main idea. _____
3. Concentration _____

Communication deficiencies (place an X by the appropriate areas of difficulty, if any):

1. Listening _____
2. Reading
   - Vocabulary _____
   - Comprehension _____
   - Concentration _____
   - Skimming/Scanning _____
3. Writing
   - Planning and Organizing Ideas _____
   - Paragraph Development _____
   - Sentence Structure _____
   - Grammar, mechanics, and usage _____
   - Spelling _____

COURSE GUIDELINES

WHY STUDY WORLD CIVILIZATION?

Introduction

"In a world that has been unified in both space and time, a study of human affairs must be comprehensive if it is to be effective. It must include, not only the whole of the living generation, but also the whole of the living generation's past. In order to save Mankind we have to learn to live together in concord in spite of traditional differences of religion, civilization, nationality, class, and race. In order to live together in concord successfully, we have to know each other, and knowing each other includes knowing each other's past, since human life, like the rest of the phenomenal Universe, can be observed by human minds only as it presents itself to them on the move through time. Historical forces can be more explosive than atom bombs. For our now urgent common purpose of self-preservation it will not be enough to explore our common underlying human nature. The psychologist's work needs to be supplemented by the archaeologist's, the historian's, the anthropologist's, and the sociologist's. We must learn to recognize and, as far as possible, to understand, the different cultural configurations in which our common human nature has expressed itself in the different religions, civilizations, and nationalities into which human culture has come to be articulated in the course of its history. 'All of human history is relevant to present and future human needs.' 'The knowledge of the history of Mankind should be one of Mankind's common possessions.'

"We shall, however, have to do more than just understand each other's cultural heritages, and more even than appreciate them. We shall have to value them and love them as being parts of Mankind's common treasure and therefore being ours too, as truly as the heirlooms that we ourselves shall be contributing to the common stock. Without the fire of love, the dangerous fissures in Mankind's social solidarity cannot be annealed. Danger, even when it is as extreme as ours is today, is never a sufficient stimulus in itself to make men do what is necessary for their salvation. It is a poor stimulus because it is a negative one. A cold-blooded calculation of expediency will not inspire us with the spiritual power to save ourselves. This power can come only from the disinterested pursuit of a positive aim that will outrange the negative one of trying to avoid self-destruction; and this positive aim can be given to men by nothing but love."

--Arnold Toynbee--

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Major Instructional Goals

The primary goal of this course is to provide each student with the opportunity to experience, inquire, and reflect upon the great cultural achievements of man from prehistoric times to the early modern period.

Course Design and Activities

See Information Sheet #4.

Student Evaluation

See Information Sheet #5.

Materials Needed for the Course

Each student will be required to purchase from the college bookstore the texts, The Ascent of Man by J. Bronowski; The World: Its History In Maps, Third Edition, by William H. McNeill, et. al.; and The Elements of Style, Third Edition, by William Strunk, Jr. and E. B. White.

Prerequisite Knowledge and Skills

There are no prerequisites for entrance into this course. Any student who is willing to learn can successfully complete the program.

Instructor's Office Hours

My office hours will be posted on my office door. My office is YB-9, and it is located on the Northwest Section of the Yellow Level.

Students are encouraged to take full advantage of my office hours, since this program is designed for their own benefit. However, if a student is unable to utilize my office hours because of a time conflict or is unable to attend a class session, please call me at 988-6160, Ext. 322.

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COURSE RATIONALE

The Reflective-Inquiry Approach
to
Learning

Introductory Remarks

For too long learning has been looked upon as the transmission of knowledge from the instructor to the student. It is only just recently that learning has been viewed as an exciting, challenging, and rewarding experience.

No longer is the instructor the predominant manipulator of learning to satisfy his/her own educational goals. Now s/he becomes a facilitator of learning by providing relevant activities to ensure successful learning experiences that meet the student's individual needs. Given this perspective, learning cannot be considered merely as a completed act, but must be accepted as an on-going process.

In order for this process to unfold properly, however, a dynamic tension between experience, inquiry, and reflection must be present. In other words, learning must contribute to the development of one's total personality so that he will be able to understand his world more fully and systematically, and develop sensibilities, values, and skills that will serve him in good stead as he enlarges upon his active role in a changing society.

This is what this program intends to accomplish -- to make each student a critical thinker by giving him the necessary learning tools to grapple with the social and ethical issues involved in sustaining human development and in utilizing human capacity in a free society.

It should be noted, however, that such a task can become a bewildering undertaking unless the instructor provides a central focus. For this course, the high points of man's cultural achievements are emphasized by using Jacob Bronowski's award-winning television series and bestseller, The Ascent of Man. Bronowski charts man's progress from the vantage point of a scientist/philosopher. His personal and authoritative view and his exuberance and passion also make this work an unforgettable viewing and reading experience and a rare adventure in learning. Furthermore, he has written and narrated his programs in terms that an average viewer and reader can enjoy and understand.

The Learning Units

In your folder you will find six or seven learning units. The purpose of these units is to map out for you man's noteworthy achievements throughout his long, historical journey.

The learning units consist of key quotations related to the historical periods, learning goals, living experiences, inquiry experiences, and reflection experiences. Because of this arrangement, the learning units are very easy to follow and use.

STAGE 1 Read the entire learning unit so that you can get a feel for the historical period under study.

STAGE 2 Read and work through the learning unit in detail.

PHASE 1

Read very carefully the quotation which introduces you to a famous humanist's or social scientist's interpretation of the significance of the historical era under discussion.

PHASE 2

Read and be sure you understand the learning goal. The learning goal tells you what you ought to know when you have completed the unit.

You will notice that the learning goal asks for specific information. In our rapidly changing society, no individual has or should be expected to have the time, energy, ability, or resources to figure things out entirely by himself. Learning does not imply random activities by the learner. A program whose goal is to develop students into critical thinkers must be carefully structured to teach each individual to investigate and organize concepts clearly and effectively so that he can learn how to successfully cope with the problems that he must confront daily.

PHASE 3

Read the "Living Experiences". This section presents to you man's remarkable cultural journey through time and space as a creative living adventure.

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PHASE 4

Now begin the "Inquiry Experiences". This section is the most important aspect of the learning unit, since you will be thoroughly exploring man's cultural achievements.

The inquiry experiences consist of two parts: videocassettes and readings. As pointed out earlier, you will be viewing and reading Jacob Bronowski's The Ascent of Man.

In order to live confidently and securely in today's fast-moving world, one must have a clear visual image of its happenings. The videocassettes give that perspective, because they immediately expose the student to essential cultural information that he will need to determine for himself the relevance of this program to his questions about the world and its workings.

Moreover, the videocassettes serve as excellent teaching tools. As Bronowski explains, "television is an admirable medium for exposition in several ways: powerful and immediate to the eye, able to take the spectator bodily into the places and processes that are described, and conversational enough to make him conscious that what he witnesses are not events but the actions of people."

It should be noted that the videocassettes should not be viewed haphazardly, rather you should use this learning activity constructively. To assist you with this part of the inquiry experiences, the objectives of Bronowski's presentation are given. These objectives are also related to the learning goal. Furthermore, they are so designed that ample space is given for you to jot down key ideas. These ideas serve as a working plan or rough outline. Later, these objectives and your working plan will aid you in writing your assignment, the "Reflection Experiences," by giving unity to your composition and making the actual writing easier.

Please note: Located in the LMC are a number of TV monitors. Sit down at one of these stations. Pick up the phone. Give the AV operator the videocassette number you wish to view. Turn on the set; then turn to the channel the operator directs you.

If the videocassettes give the student the quick learning stimuli he needs to meet the challenges of today's environment, then the reading assignments taken from a book (in this case, the text The Ascent of Man) prepare him to accept the future. Of all the learning materials available, the printed word accomplishes this task the best, since it graphically lays out for the reader the thought processes of the author. These though processes force the reader to evaluate his present attitudes and values so that he can make essential adjustments that will help him with his future actions.

Like the videocassettes, the printed word serves as an excellent teaching tool. As Bronowski explains, "the printed book has one added freedom beyond this [television]: it is not remorselessly bound to the forward direction of time, as any spoken discourse is. The reader can do what the viewer and the listener cannot, which is to pause and reflect, turn the pages back and the argument over, compare one fact with another and, in general, appreciate the detail of evidence without being distracted by it."

Also, like the videocassettes, do not use the text unsystematically. To assist you with this part of the inquiry experiences, reread the objectives given for Bronowski's presentation and complete your outline by making sure there are logical relationships and connections between your key ideas. Remember that these objectives are related to the learning goal and that later they and your outline will aid you in writing the "Reflection Experiences" by contributing to the orderly flow of ideas in your composition.

The videocassettes and the text complement each other. Together they invite you to reflect upon the total meaning of man's cultural journey.

PHASE 5

The final section of the learning units consists of the "Reflection Experiences". The "Reflection Experiences" are the student's assignments.

For this program, the reflection experiences consist of one short-essay paper for each learning unit. A short-essay paper is built in three parts: a beginning, a middle, and an end. You need a clear beginning to give your essay character and direction, so the reader can tell where he is going and can look forward with expectation. Your beginning, of course, will set forth your theme or main idea. You need a middle to amplify and fulfill. This will be the body of your presentation. You need an end to let the reader know that he has arrived and where. This will be your final paragraph, a summation and reassertion of your theme or main idea.

The instructor has chosen the short-essay approach to evaluate the student's performance, instead of using multiple choice questions, because she believes that you live and work in a world of application, not memorization. Therefore, it becomes essential for you to reflect upon and make decisions about the application of your total learning experiences to the development of your own personality. Of all the assessment methods available, a short-essay paper most effectively elicits this kind of response. That is also why the reflection experiences are related to the learning goals and the objectives of Bronowski's presentations.

The length of your short-essay paper should be from four to six pages. Please note: You do not have to type your papers; however, they must be neatly written. Also, be sure to place your name, the course and section numbers, the assignment number, and date on the upper right-hand corner of your paper.

Before you begin the reflection experiences, however, review one more time the learning goal, the objectives of Bronowski's presentation, and your outline. Then make any changes that you think are necessary to help you express your ideas clearly and effectively. You are now ready to write your short-essay paper.

To assist you in writing your composition, use The Elements of Style as a guide. This excellent little book makes an orderly presentation of the problems and challenges that you will meet in your college and professional writing, and of some worthwhile ways of dealing with them. However, keep in mind that there are no "Bag of Tricks" to teach you simply and automatically how to write well; you must conscientiously and meticulously work at developing your writing skills.

Assignment Dates

The assignments are due on the dates mentioned in Information Sheet #6.

World History Map Guides

To bring to the classroom a picture of the Earth and help students understand how people have adapted and progressed throughout the centuries, a World History Map series is used in this program. This series emphasizes two areas in the history of mankind: a "total" view of civilizations and "specific" views of given cultures. The maps also compare different civilizations and deal with the living experiences of human beings. Furthermore, they bring into focus the development of social organizations and movements.

World History Literature Guides and Bibliographies

If any student wishes to do in-depth research, World History Literature Guides and bibliographies are provided for such activities. (Please note: All these resources were not chosen because they are a comprehensive and complete collection, rather they were selected for their interest and authority, and for their usefulness to viewers and readers seeking additional information on specific points.)

Concluding Remarks

The program just outlined is both complete and comprehensive. If a student deliberately applies himself, he will gain an historical insight into the forces that have shaped our world, and in the process, he will learn the most compelling story of all, the story of man.

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Student Evaluation:

The Classroom Method of Learning

World Civilization, by its very nature, involves the interaction of individuals and groups; it does not occur in isolation. Therefore, classroom presentations are an integral part of one's total learning experience. The presentations given in this course invite the student to intensely experience man's cultural journey through the use of lecture, discussion, and audio-visual aids. By combining the classroom presentations with the learning units and written essays, the student receives a coherent view of man's cultural achievements. Now the development of the human community begins to make sense to him.

Because of this method of learning, this instructor is philosophically committed to focus, not on student failure, but on student success. Therefore, the following guidelines have been carefully planned to ensure successful mastery of the subject matter.

Each student will be evaluated on his classroom attendance, participation, the quality of his papers, and the promptness with which he turns them in on the dates due. The grade symbols used in this program are A, B, C, D, NC, and I. (Please note: These grade symbols and their guidelines comply with those listed and described in the College Catalog). Failure to follow any of these criteria can considerably effect the student's mastery of the subject matter and performance (grades). Therefore, the student is encouraged to strictly follow this evaluation system, since his final grade will be determined upon the faithfulness by which he follows these procedures.

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A LEARNING ADVENTURE INTO THE WORLD OF PRIMAL MAN

An Anthropologist's Perspective

"Close to three million years ago on a campsite near the east shore of Kenya's spectacular Lake Turkana, formerly Lake Rudolf, a primitive human picked up a water-smoothed stone, and with a few skilful strikes transformed it into an implement. What was once an accident of nature was now a piece of deliberate technology, to be used to fashion a stick for digging up roots, or to slice the flesh off a dead animal. Soon discarded by its maker, the stone tool still exists, an unbreakable link with our ancestors; together with many others, that tool is preserved in the National Museums of Kenya in Nairobi. It is a heart-quickening thought that we share the same genetic heritage with the hands that shaped the tool that we can now hold in our own hands, and with the mind that decided to make the tool that our minds can now contemplate.

"There is an inescapable and persistent element of excitement in the search for the origins of humanity. It affects everyone, professionals and non-professionals alike, because there appears to be a universal curiosity about our past, about how a thinking, feeling, cultural being emerged from a primitive ape-like stock. What evolutionary circumstances molded that ancient ape into a tall, upright, highly intelligent creature who, through technology and determination, has come to dominate the world? This is the question we ask about ourselves. And it is not mere idle curiosity because, without doubt, the key to our future lies in a true understanding of what sort of animal we are".

--Richard E. Leakey--

Learning Goal

After you complete this unit, you will briefly describe the remarkable biological and cultural achievements of primal man.

Living Experiences

For too long, we have looked upon primal man as a "plastic thing" separated from us by time and space. Not any more. Now he is considered a "model" for human behavior. Without his imagination, skill, and adaptability, the human community could never have advanced.

Inquiry Experiences

You will view and read the essay, "Lower Than The Angels." (VT 321, Part I, 26 min.; VT 322, Part II, 26 min.; pp. 19-56)

The Objectives of this presentation are:

1. To define the term, "The Ascent of Man."

2. To examine the ways in which man differs from other animals.

Work Sheet

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3. To introduce Australopithecus, a prototype of modern man.

4. To trace the biological evolution of man, particularly through the development of the skull.

5. To survey the cultural evolution unique to man, such as tool-making, hunting, and transhumance.

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6. To postulate about the purposes and effects of cave paintings.

Reflection Experiences

You have experienced the spectacular world of primal man. Now briefly illustrate his impressive biological and cultural achievements.

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A LEARNING ADVENTURE INTO THE WORLD OF THE AGRICULTURAL REVOLUTION

An Historian's Perspective

"During the Paleolithic (ca. 1,000,000-8,000 B.C.) and Mesolithic (8,000-4,500 B.C.) ages man had already become master of the animal kingdom in the sense that he was the chief and most adaptable of predators; but despite his tools, his social organization, and his peculiar capacity to enlarge and transmit his culture, he still remained narrowly dependent on the balance of nature. The next great step in mankind's ascent toward lordship over the earth was the discovery of means whereby the natural environment could be altered to suit human needs and convenience. With the domestication of plants and animals, and with the development of methods whereby fields could be made where forests grew by nature, man advanced to a new level of life. He became a shaper of the animal and vegetable life around him, rather than a mere predator upon it.

"This advance opened a radically new phase of human history. The predator's mode of life automatically limits numbers; and large-bodied predators, like early men and modern lions, must perforce remain relatively rare in nature. Thus larger populations, with all the possibilities of specialization and social differentiation which numbers permit, could only be sustained by human communities that found ways of escaping from the natural limits imposed by their predatory past. This constituted perhaps the most basic of all human revolutions. Certainly the whole history of civilized mankind depended on the enlargement of the human food supply through agriculture and the domestication of animals. The costs were real, however; for the tedious labor of tilling the fields was a poor substitute for the fierce joys, sharp exertions, and instinctive satisfactions of the hunt. The human exercise of power thus early showed its profoundly double-edged character; for a farming folk's enlarged dominion over nature, and liberation from earlier limits upon food supply, meant also an unremitting enslavement to seed, soil, and season."

--William H. McNeill--

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Learning Goal

After you complete this unit, you will choose and describe FOUR drastic changes that occurred in primal man's lifestyle during the Agricultural Revolution.

Living Experiences

Forced to face the results of pronounced climatic changes, primal man had to forge through his first "cultural revolution." The challenges before him were awesome; but he had only two choices: either learn how to master the uncertainties of his new environment or suffer the extinction of his species.

Inquiry Experiences

You will view and read the essay, "The Harvest of the Seasons." (VT 323, Part I, 26 min; VT 324, Part II, 26 min.; pp. 59-89)

The Objectives of this presentation are:

1. To explore the beginnings of the Agricultural Revolution.

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2. To present an example of nomadic life, the modern Bahktiari tribe.

3. To examine Jericho as a microcosm of civilization.

4. To introduce the technology created by settled-village life.

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5. To discuss the domestication of animals, in particular draught animals and the horse.

6. To explore the origins of war as a nomadic activity.

Reflection Experiences

You have experienced the accelerating world of the Agricultural Revolution. Now select and outline FOUR profound changes that irreparably affected primal man's way of living.

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A LEARNING ADVENTURE INTO THE WORLD OF THE GENESES OF CIVILIZATIONS

An Art Historian's Perspective

> It [Civilization] means that at certain epochs man has felt conscious of something about himself -- body and spirit -- which was outside the day-to-day struggle for existence and the night-to-night struggle with fear, and he has felt the need to develop these qualities of thought and feeling so that they might approach as nearly as possible to an ideal of perfection -- reason, justice, physical beauty, all of them in equilibrium. He has managed to satisfy this need in various ways -- through myths, through dance and song, through systems of philosophy and through the order that he has imposed on the visible world. The children of his imagination are also the expressions of an ideal.
>
> *--Kenneth Clark--*

Learning Goal

After you complete this unit, you will briefly describe the processes involved in creating civilizations by using architecture as your model.

Living Experiences

Of all of man's ingenious inventions, the creation of civilization is his greatest achievement. This remarkable monument bears the imprint of both his humanity and individuality. Examples of magnificent civilizations are Machu Picchu in Peru, Greece, Rome, and Medieval Europe.

Inquiry Experiences

You wil view and read the essay, "The Grain in the Stone." (VT 325, Part I, 26 min.; VT 326, Part II, 26 min.; pp. 91-120)

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The Objectives of this presentation are:

1. To discover how architecture, the revealing of a structure below the surface, is "man's basic concept for exploring nature."

2. To examine Pueblo architecture as a "double relation of analysis and synthesis."

3. To explore the architecture of the Incas and its refinements.

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4. To trace the development of the arch from the Greek temple at Paestrum in Southern Italy, to the Roman aqueduct at Segovia, to the Gothic Cathedral at Rheims.

5. To discuss and exemplify man's pleasure in his own skill through Gothic architecture and the construction of the Watts Towers in Los Angeles.

6. To view sculpture in the light of analysis and synthesis.

Work Sheet HIS 111-#3

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Reflection Experiences

You have experienced the splendor of majestic civilizations. Now briefly trace the processes involved in creating civilizations by using architecture as your model.

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A LEARNING ADVENTURE INTO THE WORLD OF THE GROWTHS OF CIVILIZATIONS

A Sociologist's Perspective

"A civilization that has successfully come to birth has surmounted the first and highest hurdle, but will it then automatically go on from strength to strength? The evidence of some societies whose growth has been arrested after birth suggests that this does not always happen, and so I am led to investigate the nature of growth itself. A society continues in growth, it seems, when a successful response to a challenge provokes a fresh challenge in its turn, converting a single movement into a series. I am then driven to ask whether the successive steps in this sequence of challenge-and-response lead in some direction. The notion of inevitable progress towards a predictable goal seems to me to be inappropriate in the human sphere, but I find that in a general way the growth of a society can be measured in terms of the increasing power of self-determination won by the society's leaders; and I believe that the future fate of a civilization lies in the hands of this minority of creative persons."

--Arnold Toynbee--

Learning Goal

After you complete this unit, you will choose and describe FOUR surprising achievements of civilizations that had to overcome enormous obstacles in order to survive.

Living Experiences

Creating a civilization does not necessarily guarantee its success. It is how a civilization withstands the pressures of time and circumstance that assures its endurance. Thus man must constantly search for permanent "hidden structures" that will ensure the stability of his society. Examples of civilizations that had to overcome enormous obstacles in order to survive are Historic India, Ancient China, Early Japan, Byzantium (the Eastern Roman Empire), and Early Modern Europe.

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Inquiry Experiences

You will view and read the essay, "The Hidden Structure." (VT 327, Part I, 26 min.; VT 328, Part II, 26 min.; pp. 123-153)

The Objectives of this presentation are:

1. To trace the beginnings of chemistry through alchemy.

2. To examine the rise of metallurgy through its various stages of development.

3. To discover the role of fire in uncovering the hidden structure of nature.

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4. To explore the role of gold in civilization and culture.

5. To examine the work of Paracelsus in alchemy and chemistry.

6. To discuss the work of the scientists who paved the way for the modern atomic theory--Joseph Priestley, Antoine Lavoisier, and John Dalton.

Reflection Experiences

You have intimately experienced the painful journey of civ. izations that had to overcome enormous obstacles in order to survive. Now select and tell about FOUR of their astonishing achievements.

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A LEARNING ADVENTURE INTO THE WORLD OF THE RENAISSANCE

An Historian's Perspective

"It is difficult to find in Renaissance culture a particular theory or principle that is wholly original. The leading tenets of the Renaissance view of man, society, and the universe can be found in various strains of the classical and medieval traditions. But this derivative quality of the particular ingredients of Renaissance culture does not detract from the achievement of the Italian cities of the fourteenth and fifteenth centuries. The Renaissance sifted and scrutinized the classical and medieval traditions for the best that had been thought and said in the world; it synthesized the ideas that seemed most in accordance with the nature of humanity into an integrated philosophy and style of life that dominated the culture of the early modern world. Western civilization during the three centuries after 1450 lived off the intellectual capital of the Italian Renaissance, and the philosophy, political theory, art and literature of the early modern world were extrapolations from one or another aspect of Renaissance culture.

"Even in the modern industrial society of the past century, the humanist tradition that was crystallized in Renaissance Italy has been the essential core of the higher culture of the West. Modern society has spawned a mass culture that in significant ways departs from Renaissance humanism; and modern thought in the realms of science, social theory, and psychology has opened vistas that were largely beyond the ken of fifteenth-century Italian thinkers. But these new doctrines have not been integrated into a systematic theory and style of life that can compete with the humanist tradition in unity and completeness."

--Norman F. Cantor--

Learning Goal

After you complete this unit, you will describe Pythagoras' famous theorem of right angles and then apply this theorem to the development of Mathematics and Art in the Arab Civilization and to the development of perspective in Art and Mathematics in Renaissance Europe.

Living Experiences

There are certain civilizations that appear to be so radiant that future civilizations tend to emulate them. This process of mimicing is known as a "renaissance." One such dazzling civilization was Greece. Two subsequent civilizations that thoroughly imitated her major contributions were the Arab Civilization and Renaissance Europe.

Inquiry Experiences

You will view and read the essay, "The Music of the Spheres." (VT 329, Part I, 26 min.; VT 330, Part II, 26 min.; pp. 155-187)

The Objectives of this presentation are:

1. To explore the beginnings of mathematics through Pythagoras and his theorems.

2. To discover the link between mathematics and astronomy.

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3. To trace the development of mathematics in Arabic culture, in particular algebra and the study of symmetries in space.

4. To examine the decline of Arabic mathematics.

5. To analyze the importance of perspective in art and mathematics in Renaissance Europe.

Work Sheet HIS 111-#5

Form RR 6-1

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6. To trace the development of the mathematics of instantaneous motion (calculus).

Reflection Experiences

You have experienced the electrifying world of the Renaissance. Now explain Pythagoras' famous theorem of right angles and then demonstrate how this theorem affected the development of Mathematics and Art in the Arab Civilization and the development of perspective in Art and Mathematics in Renaissance Europe.

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A LEARNING ADVENTURE INTO THE WORLD OF THE BIRTH OF THE MODERN WORLD

An Historian's Perspective

"In the light of world history, as we see it today, one of the most momemtous experiences that can befall any civilization is for it to break loose from its religious base. Today we can observe this process at work everywhere: the Chinese reconsider the age-old teachings of Confucius, the Moslems enter into wider activities than those known to the Koran, the peoples of India attempt to found a society in which neither historic Hindu practices, nor the historic split between Hindu and Moslem, shall form the dominant pattern. It is not, in most cases, that peoples reject their ancestral religion. On the contrary, they often reaffirm it; but they try also to modernize it, to adapt it, to make room for new and non-religious interests, to bring it about that religion, instead of being the womb or matrix from which all else comes, shall be one interest among many.

"Latin Christendom was the first modern society to embark on the momentous, troublesome, and long drawn out process of 'secularization.' In 1300 Europe was still primarily a religious community. The clergy were the prestige-enjoying class. All else was somewhat oriented to or pervaded by religious belief. Three centuries later religion was one interest among many. The church itself was divided. The Christian faith still stood; indeed it was purified and reaffirmed both by those who became Protestant and by those who remained Catholic. But other interests made equal claims upon men's attention. Government, law, philosophy, science, the arts, material and economic activities were pursued without regard to Christian values. Power, order, beauty, wealth, knowledge, control of nature were all accepted as desirable in themselves."

--R. R. Palmer
and
Joel Colton--

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Learning Goal

After you complete this unit, you will choose and describe FOUR major discoveries in the field of Astronomy that have drastically altered the course of civilizations.

Living Experiences

There are critical periods in the development of a civilization when tough choices must be made between clinging to the proven traditions of the past or darting out into the uncharted paths of the future. Unfortunately, the decisions that must be made at these cultural "watersheds" usually come about through intense conflict and individual suffering.

Inquiry Experiences

You will view and read the essay, "The Starry Messenger." (VT 331, Part I, 26 min.; VT 332, Part II, 26 min.; pp. 189-218)

The Objectives of this presentation are:

1. To discover why astronomy developed in the Mediterranean basin.

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2. To explore the Ptolemaic system.

3. To discuss the Copernican system as proved by Galileo's experiments with his telescope.

4. To re-create the trial of Galileo before the Inquisition of the Roman Catholic Church.

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5. To provide insight into the conflict between theology and science.

6. To examine the nature of censorship.

Reflection Experiences

You have experienced the treacherous journey of the development of the science of Astronomy. Now select and identify FOUR important discoveries in this field that have arbitrarily reshaped the course of civilizations.

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A LEARNING ADVENTURE INTO THE WORLD OF THE SCIENTIFIC REVOLUTION

An Historian's Perspective

"The history of science is too great a story to be told in this book, but there are a few ideas about it which even a book of this kind must attempt to make clear. First, science, purely as a form of thought, is one of the supreme achievements of the human mind, and to have a humanistic understanding of man's powers, one must sense the importance of science, as of philosophy, literature, or the arts. Second, science has increasingly affected practical affairs, entering into the health, wealth, and happiness of mankind. It has changed the size of populations and the use of raw materials, revolutionized methods of production, transport, business, and war, and so helped to formulate political and economic questions. This is especially true of modern civilization since the seventeenth century. Third, in the modern world ideas have had a way of passing over from science into other domains of thought. Many people today, for example, in their notions of themselves, their neighbors, or the meaning of life, are influenced by ideas which they believe to be those of Freud or Einstein--they talk of repressions or relatively without necessarily knowing much about them. Ideas derived from biology and from Darwin--such as evolution and the struggle for existence--have likewise spread far and wide. Similarly the scientific revolution of the seventeenth century had repercussions far beyond the realm of pure science. It changed ideas of religion and of God and man. And it helped to spread certain very deep-seated beliefs, such as that the physical universe in which man finds himself is essentially orderly and harmonious, that the human reason is capable of understanding and dealing with it, and that man can conduct his own affairs by methods of peaceable exchange of ideas and rational agreement. Thus was laid a foundation for belief in free and democratic institutions.

--*R. R. Palmer*
and
Joel Colton--

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Learning Goal

After you complete this unit, you will briefly describe the revolutionary contributions of Newton and Einstein to the field of Modern Science.

Living Experiences

What gives a great civilization its distinct character is the perception, sensitivity, and perseverance of its imaginative and defiant minority. It is these qualities that make such dynamic individuals as Newton and Einstein stand out as giants and heroes among men.

Inquiry Experiences

You will read and view the essay, "The Majestic Clockwork." (VT 333, Part I, 26 min.; VT 334, Part II, 26 min.; pp. 221-256)

The Objectives of this presentation are:

1. To describe Johannes Kepler's laws.

2. To follow the scientific search for the universal law that governs "the majestic clockwork of the heavens."

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3. To trace Newton's career and discoveries in fluxions, optics, and gravitation.

4. To trace the development of the Theory of Relativity.

5. To follow the career of Albert Einstein, his theories and discoveries.

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6. To discuss the philosophic implications of Relativity.

Reflection Experiences

You have experienced the explosive drama of the Scientific Revolution. Now briefly discuss the revolutionary contributions of Newton and Einstein to the development of Modern Science.

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DEADLINE DATES FOR FALL 1982 ASSIGNMENTS

DAY CLASSES

1. Learning Unit #1: September 13 or 14
2. Learning Unit #2: September 27 or 28
3. Learning Unit #3: October 18 or 19
4. Learning Unit #4: November 1 or 2
5. Learning Unit #5: November 15 or 16
6. Learning Unit #6: November 29 or 30
7. Learning Unit #7: December 13 or 14

NIGHT CLASS

1. Learning Unit #1: September 14
2. Learning Unit #2: September 28
3. Learning Unit #3: October 19
4. Learning Unit #4: November 2
5. Learning Unit #5: November 16
6. Learning Unit #6: November 30
7. Learning Unit #7: December 14

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A WORLD HISTORY MAP STUDY GUIDE

To effectively gain an understanding of the history of man in the world, one must place historical events accurately into a chronological sequence. It is also necessary to associate these events within their correct geographical locations. The Denoyer-Geppert World History Map Series successfully accomplishes these two objectives. This map series will present in detail the philosophy upon which world history can best be understood in a world setting. The effectiveness of the use of these maps will also be greatly enhanced by the presentation by one of the three editors of a "guided tour" for each map. Furthermore, the discussion for each map will present the purpose of the map and will give a narrative run-through of the high lights of the map. Finally, as a part of the tour, a section on "suggestions for further investigation" will follow and will tie in exercises, problems, and projects designed to develop in students an appreciation of the chronological approach in a world-wide coverage.

1. For Learning Unit #1, read and study the Introductory Material, pp. 2-16, and "World Origin of Man," pp. 17-20.

2. For Learning Unit #2, read and study "Changing Ways of Living: 3000 B.C. to AD 1" and "The Bronze Age and Ancient Empires to 550 B.C.," pp. 21-28.

3. For Learning Unit #3, read and study "Ancient Empires to 200 B.C.", "Ancient Empires to A.D. 100," and "Barbarian Invasions and World Religions to A.D. 600," pp. 29-40.

4. For Learning Unit #4, read and study "Moslem Ascendancy to A.D. 1100" and "Mongol Ascendancy to A.D. 1300," pp. 41-48.

5. For Learning Units #5, #6, and #7, read and study "Beginnings of European Ascendancy to 1600" and "European Wars and Expansion to 1763," pp. 49-56.

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A GUIDE TO WORLD HISTORY LITERATURE
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LEARNING MATERIALS CENTER (LMC)

BOOKS AND PERIODICALS

I. MAGAZINES AND MAGAZINE INDEXES

A. Magazines

American Heritage
American Historical Review
Americas
Current History
Foreign Affairs
History Today
Journal of American History
Wassaja: Indian Historian
Western Historical Quarterly

B. Indexes

Social Science Index
Public Affairs Information Service
Reader's Guide to Periodical Literature
Essay and General Literature Index

II. MAJOR REFERENCE BOOKS

Avery, Catherine. Leaders of the Classical World, 1972. Ref. D55 N48
Cambridge Ancient History, 12 vols. Ref. D 57 C25
Cambridge Medieval History, 8 vols. Ref. D 117 C3
Dictionary of American History, 1976. Ref. CT 103 M27
Dictionary of the History of Ideas, 1973. Ref. CB 5 D52
Encyclopedia of World Biography, 1973. Ref. CT 103 M27
Green, Bernard. Timetables of History, 1975. Ref. D 11 G78
Heravi, Medhi. Concise Encyclopedia of the Middle East, 1973. Ref. DS 43 H47
Langer, William. Encyclopedia of World History, 1972. Ref. D 21 L27 1968
Legum, Colin. Africa: A Handbook to the Continent, 1968. Ref. DT 30 L38 1966
Morris, Richard. Harper Encyclopedia of the Modern World, 1970. Ref. D 205 H35
New Cambridge Modern History, 13 vols. Ref. D 208 N4
Oxford Classical Dictionary, 1968. Ref. DE 5 09
Purnell's History of the 20th Century, 10 vols. Ref. D 421 P985
Trager, James, ed. People's Chronology, 1979. Ref. D 11 T83

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III. CALL NUMBER AREAS

African History	-	DT	
British History	-	DA	
Chinese History	-	DS	701 - 800
Colorado History*	-	F	771 - 785
Egyptian History	-	DT	43 - 154
European History (General)	-	D	901 - 1065
French History	-	DC	
German History	-	DD	
Greek History (Ancient)	-	DS	10 - 500
History of India	-	DS	401 - 500
History of the City	-	HT	111 - 149
Japanese History	-	DS	801 - 900
Medieval History	-	D	101 - 203
Mexican History	-	F	1201 - 1400
Modern History	-	D	204 - 850
Roman History (Ancient)	-	DG	201 - 399
Soviet Russian History	-	DK	264 - 400
U.S. History, Local*	-	F	
U.S. History, National*	-	E	
World History	-	CB, D	

*Books and magazine articles on these subjects can also be found in the Library of American Civilization, a microfiche collection located in the Reference Room.

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A GUIDE TO WORLD HISTORY LITERATURE
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VIDEOCASSETTES

I. MAJOR PROGRAM SERIES

A. Carl Sagan's Cosmos (Films, Incorporated) -- VT 1136 - VT 1148

Cosmos motivates viewers to probe the wonders of what is fact, not fiction, in our ever-changing universe. It examines mysteries in biology, chemistry, astronomy, earth science, life science, anthropology, and folklore and mythology revealing new scientific information not contained in other series or textbooks. Thus, viewers will find Cosmos, a rich interdisciplinary resource of humanistic and scientific knowledge.

B. Kenneth Clark's Civilisation (Time-Life Films., Inc.) --
VT 28 - VT 40

Experience great buildings, paintings, statues and artifacts -- from Greco-Roman sculpture to the skyscrapers of New York -- in a way no static printed reproduction can achieve. Sir Kenneth Clark, celebrated art historian and author, places western culture in a unique, personal perspective.

Filmed over two years, in 117 locations, 18 libraries and 118 museums in Europe and America, this landmark series has been described as "not merely a definition of civilization but a celebration of it."

II. INDIVIDUAL PROGRAMS

All Individual Programs are listed in the bibliographies (Information Sheets #10-16) and have been produced by the following reputable production agencies: The Encyclopedia Britannica Educational Corporation, The National Geographic Society, NOVA, and Time-Life Films, Inc.

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BIBLIOGRAPHY #1

The following materials serve as a supplement to the essay, "Lower than the Angels." Please note: All of the outside resources used in this program are located in the LMC; thus the call numbers and videocassette numbers are given.

BOOKS

GN 743
B7 1967 — Braidwood, Robert J., Prehistoric Men.

CB 311
C57 1970 — Childe, V. Gordon, What Happened in History.

CB 301
C57 1970 — Clark, John, Aspects of Prehistory.

GN 31.2
L43 1977 — Leakey, Richard, Origins: What New Discoveries Reveal About the Emergence of our Species and its Possible Future.

GN 772
M 3 — Marshack, A., The Roots of Civilization.

GN 803
R46 1973 — Renfrew, Colin, Before Civilization: The Radiocarbon Revolution and Prehistoric Europe.

VISUALS

I. Major Program Series
"The Shores of the Cosmic Ocean" (Cosmos) -- VT 1136

II. Individual Programs
"Tobias on the Evolution of Man" -- VT 1130
"Cave Dwellers of the Old Stone Age" -- VT 85
"Cracking the Stone Age Code" -- VT 524
"Marvels of the Mind" -- VT 1129

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BIBLIOGRAPHY #2

The following materials serve as a supplement to the essay, "The Harvest of the Seasons."

BOOKS - General

DS 62 D8 — Durant, Will, Our Oriental Heritage.

DS 56 H28 — Hamblin, Dora, The First Cities.

DS 57 H37 — Hawkes, Jacquetta, The First Great Civilization: Life in Mesopotamia, The Indus Valley, and Egypt.

DS 56 S68 1973 — Starr, Chester, Early Man: Prehistory and the Civilization of the Ancient Near East.

BOOKS - Specific

The Ancient Hebrews

DS 121 B72 1972 — Bright, John, A History of Israel.

BS 1140.2 K86 — Kentz, John, The People of Ancient Israel.

BS 1197.53 1973 — Time-Life Books, The Israelites.

Ancient Sumer and Mesopotamia

DS 72 K7 1959 — Kramer, S.N., History Begins at Sumer.

DS 72 K 73 — Kramer, S.N., The Sumerians: Their History, Culture and Character.

Ancient Egypt

DT 60 C38 — Casson, Lionel, Ancient Egypt.

DT 61 W56 — Wilson, John A., The Burden of Egypt: An Interpretation of Ancient Egyptian Culture.

DT 61 W56 1956 — Wilson, John A., The Culture of Ancient Egypt.

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VISUALS

I. Major Program Series

"Heaven and Hell" (Cosmos) -- VT 1139

II. Individual Programs

"Ancient Egypt" -- VT 383

"The Egyptologists" -- VT 88

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BIBLIOGRAPHY #3

The following materials serve as a supplement to the essay, "The Grain In The Stone."

BOOKS

The Incas

F 3429 B84 Brundage, Burr C., Empire of the Inca.

F 3429 M613 1969 Metraux, Alfred, The History of the Incas.

The Greeks

DF 77 B73 1963 Bowra, M., The Greek Experience.

DF 238 D8 Durant, Will, The Life of Greece.

DF 77 H34 1953 & 1958 Hamilton, Edith, The Greek Way.

The Romans

DG 77 A74 1970b Darnott, P., The Romans and Their World.

DG 77 G62 Grant, M., The World of Rome.

DG 77 H3 Hamilton, Edith, The Roman Way.

The Middle Ages

D 102 D8 Durant, Will, The Age of Faith.

N 5970 K5 Kidson, Peter, The Medieval World.

CB 351 S6 1953 Southern, R.W., The Making of the Middle Ages.

CB 351 T3 Taylor, Henry, The Medieval Mind.

D 117 T7 Trevor-Roper, Hugh, The Rise of Christian Europe.

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VISUALS

I. Major Program Series

"The Harmony of the Worlds" (Cosmos) -- VT 1138
"The Frozen World" (Civilisation) -- VT 28
"The Great Thaw" (Civilisation) -- VT 29

II. Individual Programs

"The Sweat of the Sun" -- Part I, VT 447; Part II, VT 448
"Athens: The Golden Age" -- VT 91
"The Spirit of Rome" -- VT 84
"The Medieval Mind" -- VT 92

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BIBLIOGRAPHY #4

The following materials serve as a supplement to the essay, "The Hidden Structure."

BOOKS

India

DS 425 B33 1968 — Basham, A.L., The Wonder of India: A Survey of the Culture of the Indian Sub-Continent Before the Coming of the Muslims.

DS 418 F24 — Fairservis, Walter A., The Roots of Ancient India.

DS 421 R35 — Paulinson, Hugh, India: A Short Cultural History.

China

DS 721 D36 1971 — Dawson, Raymond, The Legacy of China.

DS 735 L43 1971 — Dun, J. Li, The Ageless Chinese: A History.

DS 723 S3 — Schafer, Edward, Ancient China.

Japan

DS 822.2 L4 — Leonard, Jonathan, Early Japan.

DS 835 R38 — Reischauer, E. O., Japan: The Story of a Nation.

DS 821 S3 — Samson, George, Japan: A Short Cultural History.

Byzantium

DF 531 D42 — Diehl, C., Byzantium: Greatness and Decline.

DF 531 R8 — Reinuman, S., Byzantine Civilization.

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Early Russia

DK 40 F6 — Florinsky, M., Russia: A History and Interpretation.
1953 — (2 volumes)

The Late Middle Ages

D 202 F4 — Ferguson, W.K., Europe in Transition, 1300-1520.

RA 649 M3 — McNeill, W.H., Plagues and Peoples.

RC 171 Z55 — Ziegler, P., The Black Death.

VISUALS

I. Major Program Series

"The Edge of Forever" (Cosmos) -- VT 1145
"Romance and Reality" (Civilisation) -- VT 30

II. Individual Programs

"Major Religions of the World" -- VT 87

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BIBLIOGRAPHY #5

The following materials serve as a supplement for the essay, "The Music of the Spheres."

The Arabs

DS 236 G33 — Gabrilli, Francisco, Muhammad and the Conquests of Islam.

DS 223 H48 1968 — Hitti, P.K., The Arabs: A Short History.

D 199.3 S86 — Stewart, Desmond, Early Islam.

DS 36.85 V64 — von Grunebaum, G.E., Medieval Islam.

Renaissance Europe

N6370 B37 1965 — Beuesch, Otto, The Art of the Renaissance in Northern Europe.

DG 532 D8 — Durant, Will, The Renaissance.

CB 361 R4 1962 — Ferguson, W.K., The Renaissance.

D6 R5 Vol. 2 — Gilmore, M., The World Humanism, 1453-1517.

DG 533 S95 1966 — Symonds, John A., A Short History of the Renaissance in Italy.

VISUALS

I. Major Program Series

"The Backbone of Night" (Cosmos) -- VT 1142
"Man--The Measure of All Things" (Civilisation) -- VT 31
"The Hero as Artist" (Civilisation) -- VT 32

II. Individual Programs

"The Spirit of the Renaissance" -- VT 83

BIBLIOGRAPHY #6

The following materials serve as a supplement to the essay, "The Starry Messenger."

The Mayas

F 1435 C72 1966a — Coe, Michael, The Maya.

F 1435 C82 — Culbert, T. Patrick, The Lost Civilization: The Story of Classic Maya.

F 1435 V75 — von Hagen, V.W., The World of the Maya.

The Reformation

BR 305 B33 — Bainton, Roland H., The Age of the Reformation.

BR 305.2 D5 1966a — Dickens, A.G., Reformation and Society in Sixteenth-Century Europe.

D 226 D8 — Durant, Will, The Reformation.

The Scientific Revolution

Q 125 B97 1965 — Butterfield, H., The Origins of Modern Science, 1300-1800.

Q 175 H35 1962 — Hall, A.R., The Scientific Revolution, 1500-1800.

Q 511 K67 — Koyrè, A., From the Closed World to the Infinite Universe.

Q 175 K95 1970 — Kuhn, Thomas S., The Structure of the Scientific Revolutions.

VISUALS

I. Major Program Series

"Traveler's Tales" (Cosmos) -- VT 1141
"Protest and Communication" (Civilisation) -- VT 33
"Grandeur and Obedience" (Civilisation) -- VT 34
"The Light of Experience" (Civilisation) -- VT 35

II. Individual Programs

"Lost World of the Maya" -- VT 200
"The Reformation: Age of Revolt" -- VT 86

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BIBLIOGRAPHY #7

The following materials serve as a supplement to the essay, "The Majestic Clockwork."

European Exploration and Colonization

JV 195 F5 1967 — Fieldhouse, David, The Colonial Empires.

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